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Dist#	Dist Name	Impact on stakeholders
001	BOISE INDEPENDENT DISTRICT	The State Technology Grant continues to provide a basic level of support for the Technology program for the District. The support staff paid for through these funds work in schools maintaining equipment used by students and teachers. Without the staff to support technology, much of the investment we have made in equipment would be wasted. The equipment purchased replaces aging network gear in schools. With the emphasis we have placed on networked technology and shared resources, it is critical to have the network systems operating at peak capacity. This equipment supports students' and teachers' access to networked applications, shared storage space and the Internet. The computer lab wiring supports ISAT as well as daily instructional use.
002	MERIDIAN JOINT DISTRICT	The wireless laptops will be used for Level Testing in the fall and spring. During the rest of the school year they will be checked out by teachers to help facilitate and access resources for use in course instruction work, assessment, and intervention.
003	KUNA JOINT DISTRICT	The associated budget worksheets delineate how ICTL funds have been used to support district efforts in implementing, maintaining, and repairing district network and technology systems. The core network systems, and the personnel and services contracted to manage, maintain, and service them are vital and indispensable components of many district services that include, but are not limited to Internet delivery, student management, school/community relations and communications, administrative duties and reporting responsibilities, and most importantly, curriculum and research support for students and teachers. Much of the initial expenditures went to supporting the ISIMS project. After the unfortunate disbanding of the project, resources were committed to complete the network updates recommended by the ISIMS team, as well as providing the services that were no longer available to the district. During the year, the fiber optic backbone was completed to all district buildings. Preparations were made to provide a secure, centralized student management system (Schoolmaster) and related training and support needs. District technology staff also began preparations for the implementation of the transportation package VersaTrans, the food services program Nutrikids, and the SIF components needed to make them all communicate. IPLN installation was also begun, and preparations were made for the use of Plato Orion software. The district was supported in these efforts by the generous assistance of the Albertsons Foundation. The district network was also prepared for the summer conversion to Voice Over IP services. District network and technology services affect every stakeholder of the Kuna School District. Administrators use the network to complete state reports, manage student information, communicate with other stakeholders, access and analyze student performance reports, as well as to research and develop successful educational practices. Teachers utilize network services for enhanced student management, curriculum support and development, educational delivery, and reporting responsibilities. Students use network services to access digital information, develop documents and projects, access electronic curriculum online, participate in mandated state assessments, and prepare for future occupations. All district employees and students rely on network storage and backup applications. Parents access information regarding activities and district services, and will soon be able to access student attendance and performance information online. The importance of a full-time webmaster has become increasingly apparent with the requests the district receives for updated and additional information.

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		The district information systems network plays an increasingly important role in the delivery of applications and services designed to meet the needs of district stakeholders. The maintenance and service of the network and applications is critical in meeting the needs of district stakeholders. Technology personnel and hardware replacement cycles are two of the most critical needs we face today in order to provide the level of service and support needed for education in the 21st century.
011	MEADOWS VALLEY DISTRICT	The Meadows Valley Technology Plan is showing the signs of aging equipment and the strains of remediation. While the focus continues to be increasing test scores through student achievement there is also a need to repair and replace older hardware. This school year also brings the added time and effort of implementing a new Student Information System. Plato Curriculum purchased by the State Board of Education will provide a much needed individualization tool. Meadows Valley School District is using district funds to purchase a server so that the software is a seamless classroom utility. The Technology Grant continues to support Accelerated Reader and Math for student individualization. . Aging desktops, multimedia equipment and software continue to be repaired or replaced with funds from the Technology Grant. Students trained through the Computer Science and Networking programs repair and update towers, printers and software. Students are also being trained in Help Desk techniques complete with equipment logs and callbacks. PowerSchool is the Student Information System that was chosen by Meadows Valley School District. The transition from ISIMS to PowerSchool has gone fairly smoothly. The Albertson Grant for Student Information Services has been very beneficial in providing hardware, software and training to the Meadows Valley Staff. The Administration and staff of Meadows Valley School District continues to be hardworking and innovative in their use of technology. MP3 players and wireless headphones allow students to read and listen to books in convenient, comfortable classrooms. Science probes and devices give students factual statistics that are used in data-driven activities. Meadows Valley School District is focusing on skill acquisition in the core areas of Language Arts and Math. Information retrieval and management, problem-solving and cross-curricular activities must be expanded and enhanced for students to be better prepared for the information occupations.
013	COUNCIL DISTRICT	The Council School District has a Technology Committee that consists of three teachers and the technology coordinator. The committee meets when a need is apparent. The use of technology continues to grow throughout the Council School District. The kindergarten students use the Waterford Program, which is a reading program, on a daily basis. Students in grades 1-6 use the Accelerated Reader, instructional software to reinforce math and grammar skills, Internet access to find resource materials, and presentation software. These students also spend time weekly on basic computer skills. Students in grades 7-12 use technology daily for research, writing, spelling, grammar, and keyboarding skills, STAR Math and Accelerated Math. The staff of Council School District uses technology for grades, attendance, instruction, communication, remediation, peer teaching and presentations.

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		Council School District has used the ISAT test since the 2002 school year. Comparing the ISAT scores from the last two years Council School District has shown growth in Language Arts, Reading and Math in most grades 2-10. The Fall and Spring ISAT test results will continue to be used to monitor growth. The ISAT will be our primary means of assessment. We will also continue to use the DWA, DMA, Waterford Program, IRI, Star Math, ACT, SAT and PSAT for means of assessment.
021	MARSH VALLEY JOINT DISTRICT	ICTL funds are the primary source for our district to purchase hardware and software to keep the teachers, students and even parents on the front edge of technology. Our Districts students receive the benefits of growing up using computer technology and digital media for education. An increasing number of students prefer to learn actively rather than passively. Computers and Technology purchased with the ICTL fund make this possible in small rural areas such as ours. For this generation of students, learning independently by surfing for information, solving problems, and finding new applications and ideas, is aiding and accelerating the learning process. The computers and software that ICTL funds support us, helps provide a frame work for the students and teachers to solve problems, investigate issues, and to be creative. Teachers and students word process, use spreadsheets, conduct research on the Internet, and prepare electronic presentations in response to having technology in the class room. Thank you for supporting technology in our district.
025	POCATELLO DISTRICT	Teachers have been reassigned to conduct ISAT remediation classes at several levels. Schools have been given tools to help with technology integration. Teacher and administration PC's have been upgraded to help them run student data analysis software tools. Students are receiving more instruction via technological means. They are also testing in more locations to accommodate state requirements. At risk students are receiving remediation via a variety of software tools. The use of one tool in particular, Fast ForWord, is helping students show great gains on ISAT tests.
033	BEAR LAKE COUNTY DISTRICT	As in previous years, the most important use of the money spent was to have our technology technician working full time. He enables us to have what we need when we need it, especially in relationship to ISAT testing. Because of his work, we are able to provide teachers and students with consistent usage of computers, internet services, etc. in their classrooms. The EETT grant received this year has enabled AJ Elementary to move ahead in their ability to use technology in teaching the language arts. This grant has encouraged some in-services and training that would not have been given or taken had we not received the grant, and in the upcoming year's budget the remainder of the grant will focus on training and in-service to help teachers with new ideas and motivation in this area. The new computers, projectors, and GPS units will definitely help the teachers involved practice the new techniques learned, with the ultimate goal being to improve writing skills at the elementary level. You will notice that some of the money spent was used to purchase new servers—many times we spend to maintain a level of service needed, not to increase a level of service or move ahead with new teaching and new technology. It would be helpful to have a larger budget to use on technology, but we sincerely do appreciate the money we receive.
041	ST MARIES JOINT DISTRICT	ICTL funds provide a portion of the funds needed to support the basic operations for the Technology Department, systems and software of the School District. During the 2004-05 school year, allocated technology funds (ICTL, EETT, donated equipment, and local district sources) provided network security, district's wide area network, several additional classroom labs, as well as the annual repairs, maintenance and upgrades.

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044	PLUMMER-WORLEY JOINT DISTRICT	ICTL funding continues to enhance our present network and it's stability for the staff and students. We have been virtually downtime free for several years. Adding Mavis Beacon typing to the network allows additional typing proficiency for the students prior to entering high school. We added several primary typing tools as well. Staff training in the Office Suite of products has helped them support the students in implementing their senior projects as well as making the research using the internet a more focused experience for the students.
052	SNAKE RIVER DISTRICT	Snake river currently has over 900 computer systems. Approximately 800 of these machines are used by students on a daily basis. Software includes Plato, Accelerated Math, Accelerated Reader, and many other titles that are used by students in the educational curriculum. Other computers and software are used by teachers and staff to increase efficiency and productivity.
055	BLACKFOOT DISTRICT	The use of technology is an integral part of the Blackfoot School District educational system. Funds expended for the technical support of the system is critical. Technicians help ensure that the infrastructure is current and functioning effectively. This provides the resources needed for students and teachers in the classroom as well as providing support to monitor educational progress through online testing. The instant feedback enables teachers to customize teaching to meet the needs of individual students creating the most effective instructional program for all students. Teachers are provided with the necessary, updated statistics to adjust to student needs, and resources that encourage collaboration leveraging the expertise of all participants, and providing educational resources that are current and broad reaching. The increased bandwidth has provided enhanced services and the delivery of increased educational content, while the improved infrastructure has provided greater availability and reliability. The technology infrastructure which is supported by the funds is an essential part of the administrative function on all levels. Principals use the data delivered through the online testing to determine school needs and areas to focus for the year. Access to resources such as those provided online through the State is critical as is access to provide the State with requested data. Technology also provides increased opportunities for collaboration through email, webex, and video conferencing. The ICTL funds support all of these efforts and it has become obvious that technology is an essential component to the district's daily business.
058	ABERDEEN DISTRICT	Teacher computers were purchased to facilitate the new student information systems we have. Student laptops have been purchased to facilitate individual classroom use. As the majority of the computers within the school district are 5 years or older parts are needed to maintain them. Licenses are purchased for a variety of programs such as Power School, our student information system, Visions, a district accounting program, Accelerated Reading and Math, for individualized student curriculum and new word processing licenses for the new computers purchased. Students have greater access to programs on computers that allow them to work at their individual levels of achievement in the areas of language, math, reading, and writing.
059	FIRTH DISTRICT	Approximately $10,000 was spent on updating our Windows XP licensing of workstations (approx.200) throughout the district. One of the major efforts of this past year was getting our student SIS moved from ESIS/ISIMS to Powerschool. This required much expense in hardware and software expenditures; new servers, new software for those servers, and hardware improvements to the network infrastructure.

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		In addition a Plato/Orion server has been purchased and approximately $6,000 was allocated for software and training services to get the program up and running. Benefits to the Plato/Orion program will be enhanced curriculum and remediation tools for the teachers and students in the classrooms. Benefits to the students, teachers, administrators, parents and the community is and will be improvements on the ease of use on a dependable and secure student information system that will serve the district for years to come. It will provide access by students and parents to monitor academic progress via the web. With some of the funds, Firth School District was able to re-fill the position of Technology Director for the district's technology program.
060	SHELLEY JOINT DISTRICT	Student learning is being enhanced through the use of Successmaker, Accelerated Reader, STAR Math, Plato and LearnKey in safe controlled environment. Reading and Math test scores have improved through the use of software and computers purchased by ITCL funds. Teachers are using computers/software to create lesson plans, tests, and recording grades. Teachers are using IGPro and SasiXp software to email parents, keeping them informed of daily, weekly, and quarterly progress of their child's attendance and grades. E-mail has become our main source of communication in between Administrators and Teachers. Carryover funds were used for hardware and licenses for the new fiber project.
061	BLAINE COUNTY DISTRICT	The computers in many of our computer labs are six and seven years old. As such these systems were no longer able to run up to date software and were no longer dependable. Replacing these systems allows teachers to use up to date software in their instruction and creates an atmosphere of confidence because the equipment works when it is needed. This boosts not only the teacher's confidence, the student's perception of the teacher's technical ability, and their own self-confidence in technology. Having undependable equipment leaves young minds in doubt about what has gone wrong when something doesn't work. Have they fouled things up? Did the teacher give the wrong instructions? No, the equipment was just old and didn't work right!
071	GARDEN VALLEY DISTRICT	The replacement of small hard drives and additional RAM upgrades helped extent the life span of many PC's within the district. Larger hard drives and added RAM permitted addition applications to be installed. The district's Exchange server was updated to Microsoft's most recent release insuring the stability and security of the district's main form of communication. New PC's helped with the development of a classroom lab of 20 machines used for a variety of activities including ISAT testing, Internet access for classroom projects, access to Microsoft's office suite for desktop publishing assignments, access to the Quarter Mile Math application for drill and practice, and access to keyboarding practice software. Consumable materials such as projector bulbs and printer toner cartridges supported district curricular activities such as Renaissance Place applications, networked printers used by students and staff, and classroom presentations viewed with the multimedia projectors.
072	BASIN SCHOOL DISTRICT	We have been able to upgrade our technology infrastructure including servers, switches, and a new firewall; purchase new desktop computers; rebuild and rewire one of our labs; and implement Plato software. Teachers and administrators have a new student management system that will enable them to have greater access to more information. Our students have new desktop computers and new software throughout the schools. Our goal is to increase our academic success and provide a broad educational experience.

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073	HORSESHOE BEND SCHOOL DISTRICT	I would say that the salaries and benefits of the technology coordinator, paid for by the ICTL funding, have given the stakeholders (students, teachers, administrators, parents/community) someone to come to for advice, training, and an on call technical support person that can keep everything up and going. This has made a major impact on the stakeholders since they have a more reliable network for the integration of technology, they have someone on call who can fix the problems that they may have with as little down time as possible, and they will have access to most of the same application software and hardware as the industry provides. Having a person like this on staff can bring all of the stakeholders together for a better understanding of technology and a higher degree of learning and education can take place. The Technology Coordinator also has to take care of the e-rate funding, technology grant writing, and keeping up with the technology plan for the district to keep receiving funds for upcoming years. This combines two jobs into one with all of the benefits that the Technology Coordinator has to cover will go directly to the stakeholders. The classes that the Technology Coordinator teaches help the student in their understanding of technology with one of the classes being used to do some of the minor functions throughout the school for technical support. This helps them as students and it also helps everyone within the school community since they help with the networking, rebuilding of computers, designing of the web page, etc. This gets them better prepared for the future world of work in the technology realm.
083	WEST BONNER COUNTY DISTRICT	Parents and community members are impacted by having students and graduates from our schools work ready. They are already familiar with the most up-to-date operating systems, software and peripherals. The students that work in our community bring with them enough technical skills and knowledge that training time is minimal and their problem solving skills are advanced. Students, teachers, and administrators are impacted by having the most up-to-date technologies to work with like operating systems, software, digital cameras, and new computers. Our schools are able to offer classes like Microsoft Office, Desktop Publishing, and computerized accounting just to name a few. Our students are familiar with computers, operating systems and the most popularly used software in the world so as they go on to either college or the workforce they are better prepared to handle the work they are doing and they have advanced problem solving skills.
084	LAKE PEND OREILLE DISTRICT	Overall, the updating of the computer systems across one third of the district has decreased downtime within those schools by over 27%. The systems are now able to run current versions of educational and administrative software, increasing the educational opportunities for teachers to integrate technology into their curricula. Two huge network issue have been tackled this year: First, 34% of our student body is now using a newly cabled, switched network. The old network had faulty wiring, improperly specified cable types, and poor hubs creating a network that was down 21% of the time! The new network at Sandpoint High has yet to have a single line failure causing any downtime this school year, and it has the growth capacity to carry 30% more devices than the old. Second, we expanded our network another 23% this year, using proper cabling, parts, panduit, and installation. None of the new infrastructure has had a single failure. The total impact on teaching and administration is yet to be seen, but the increase in system availability will be substantial. Future uses will include video and IP Telephony as the network can now handle this bandwidth.

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		Software licenses have been updated to allow for current testing of students. Cell phones and data services have been expanded to include all locations and some network infrastructure has been improved following the consistent crashing of ISAT testing on the loaded network. This testing season was nearly flawless allowing the labs to be returned to educational use in record time. All 11 school libraries are now on a single, centralized HTTP based database, allowing for more uptime, lower server and licensing costs, and greater availability of student tracking data. Overall, the technology in the district has begun a phased update that is allowing for both teachers and administrators to use more diverse tools with less down time, while increasing the availability of data to district administrators through centralizing of databases.
091	IDAHO FALLS DISTRICT	The equipment that was purchased with ICTL funds has largely gone to replace aging computers in order for students to be able to utilize such software products as Plato. These purchases along with purchases using district funds have also allowed our District to administer ISAT testing in an efficient manner. 24,180 tests were administered during the Fall 2005 testing season. Using technology the results of these assessments were able to be quickly communicated to teachers, administrators, students and parents. Modifications to instruction based on assessment results are being made across the district as a result of technology hardware and software tools. District 91 has approximately 4,000 computers with a goal of replacing 20% each year (this is a 5 year replacement cycle). To achieve this goal we would need to fund the purchase of 800 computers per year. A 6 year replacement cycle would mean that we would need to replace 666 computers per year. From the budget narrative above, District 91 was able to replace approximately 220 computers with ICTL funds.
092	SWAN VALLEY ELEMENTARY DIST	In large part, due to ICTL funding, Swan Valley School District is able to continue to support the employment of our Technology Coordinator, who provides teachers with technology integration skills and assistance/ideas to expand their integration efforts. Swan Valley students are able to achieve technology competencies that will be necessary for them to succeed in their technology based world. Our Technology Coordinator has consistently worked closely with classroom teachers to insure that technology is tightly woven into our curriculum. She continually investigates/acquires new technology, techniques and funding for additional integration efforts. This year, through her grant writing efforts, Swan Valley was awarded an EETT grant which has provided our district with a wireless mobile lab and K-8 scoped and sequenced reading curriculum, as well as professional development that will ensure successful implementation of the project. In addition to personnel funding, ICTL monies furnish a significant amount of consumables in the form of ink and toner cartridges, as well as the purchased services of some of our technical support.
093	BONNEVILLE JOINT DISTRICT	One impact on the district from ITCL funds has been in meeting the training needs of district staff. The district implemented online courses in Microsoft Office. One hundred ninety-one teachers and patrons of the school district have enrolled in online Microsoft Office, aligning curriculum to technology standards, and/or technology competency courses. Results from these courses include certified staff members passing state competency goals and having teachers use better technology integration. For the second year high school students took online courses in A+ Certification as part of their technology and electronic classes. Students began using online courses to supplement Microsoft Word and Excel classes at the high school level.

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		The district has an on-going project of installing new computer labs in the district schools. All schools now have functioning computers lab capable of meeting ISAT needs. When lab equipment rotates out of district computer labs it is moved to classroom locations to replace old outdated systems. ITCL funds helped the district advance its plans of replacing teacher, classroom, and lab systems that are outdated. Software updates, parts, and network equipment have been purchased in an effort to keep all computers functioning properly. Managed gigabyte switches were placed in all district buildings giving the district a gigabyte backbone. This is allowing us to implement Renaissance Place, Plato, and PowerSchool. ISAT testing servers were condensed from fourteen servers to one centralized server. The district is in the processes of centralizing all servers and educational software programs. This allows the technology department to respond to the problem rapidly. The technology department is now able to remotely fix many problems saving time and money.
101	BOUNDARY COUNTY DISTRICT	While the funding from ICTL was far from sufficient to support our district infrastructure, connectivity, hardware, software or support staff it was helpful in the following ways. ICTL monies helped establish and maintain a network at each school that could provide ISAT testing for the required student population. The connectivity to the internet provides for ISATS, district email for students and staff and classroom technology resources for staff and students. Connectivity will be necessary for the new student information system project. Technical support and spare parts are needed on a daily basis to support all district projects.
111	BUTTE COUNTY JOINT DISTRICT	A full time technology coordinator is on staff at Butte County School District. It is the responsibility of this person to maintain the network and computers within the District. This person also purchases software and equipment for the schools within the District. Unitedstreaming is a video streaming program that is used throughout the district. This program provides educational videos for almost any subject area and grade level within the curriculum. Some of the videos come with lesson plans and black line masters that benefit the teachers as they prepare their lessons. Unitedstreaming also provides teachers with many tools such as an image library and a quiz maker. Teachers feel that this program adds depth to their lessons plans and feel that students learning increases as they view the videos that are presented. PLATO learning is a program made available to the district through the state. This program was used in all grade levels throughout the district. Many of the computers that we own did not have enough memory to run the program efficiently, so we purchased more memory for these computers. It has been a benefit to have the PLATO program within our district. Our teachers feel that student learning has increased, especially in some of our special education students. This is shown by an increase in the students' ISAT scores. We were better able to manage the PLATO reports after one of our staff members attended a PLATO reports workshop. Our Technology Coordinator attends the IETA conference in February. Attendance at this conference helps keep the district abreast of what is happening with technology throughout the state.
121	CAMAS COUNTY DISTRICT	Sonicwall provided the district with network security and HIPPA compliance. Sonicwall restricts internal access to inappropriate web sites. Computer cabling connected the existing high school network access data closet to server room in new school building. This provides connectivity for general networking needs. Printing supplies ensure everyone will be able to print their documents and research. Two new color printers to support six classrooms with document printing capabilities.

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		The Network Administrator/Technology Coordinator has maintained computer systems and servers for school district access. Grant writing is also a responsibility of this position to bring new equipment in to the district and maintain legacy equipment to maximize money spent. Continued RAM upgrades to computers and hard drives.
131	NAMPA SCHOOL DISTRICT	ICTL funds have been very important in allowing the Nampa School District to support various technology related projects such as: - Equipment for ISAT testing Labs - without ICTL funding it becomes much more difficult to provide adequate ISAT testing facilities - Technical Support for ISAT testing - funds help pay for technical staff to support our ISAT testing efforts - ISAT teacher & proctor training - ICTL funds are used to pay for a dedicated technology trainer - ISIMS support - purchase, installation & support of SASI XP, IntergradPro, District Integration etc.... - SASI XP & IntergradPro staff training - again without ICTL help our training efforts would be severely hindered - NSDInfo SQL based data warehouse - ICTL funds help support our data collection & reporting efforts enabling teachers to get the data when they need it - Plato workstation equipment & training - ICTL funding helps us support classroom instruction utilizing state of the art software such as Plato
132	CALDWELL DISTRICT	No impact reported on survey.
133	WILDER DISTRICT	Over the last several years we have worked to train our staff in various aspects of technology in the classroom. In the last year we have brought training in-house and/or sent most our staff to trainings in basic application software (Word, Excel, Access), graphics software (Photoshop) using the LearnKey training CDs. Additionally we have provided ongoing support for our student management software (SASI). We continued our community outreach program designed to raise the computer awareness and skills of our patrons. We feel that by raising the patron's technology capabilities we will be enhancing the support the students receive at home thereby improving grades and school to home communications. Participating patrons who don't have a computer are given one of the older machines we have pulled out of service and that have been refurbished by our technology students. We completed converting our temporary computer lab in the elementary to a permanent location to support the ISAT testing and to provide a space which allows for full class computer access. The largest single item in our budget after computer upgrades has become printer ink and toner. The increased use of technology by staff and students has led to a welcome but required increase in this area of our budget. This increase shows that our teachers are now becoming more comfortable with the technology and so are not only using it more themselves but also are requiring students to use it in the course of their regular class work. Other expenses in this category include software and hardware upgrades, network and anti-virus licensing fees and consumables such as floppies and writable CDs.
134	MIDDLETON DISTRICT	The Middleton School District has continued its commitment to providing up-to-date, dependable technology to all of its staff members and students. Data shows that staff members, as well as students, are enthusiastic users of the available technologies throughout the District.

		Following a thorough inventory of equipment and review of the technology infrastructure, the District has produced a document which lists the future priorities of the District. This priority list allows a growing district like Middleton to make efficient, long-range technology plans for the purchase of necessary equipment and the expansion of both current network services and future technologies. The District continues to adequately address many technological challenges created by the federal and state mandates, including testing, remediation, internet availability, on-line resources and student information systems. The District has reason to be proud of its technology department, employing few technicians and support people. These employees are successful in providing quality, dependable service to our staff and students. The District also provides an attractive and informative website which is visited frequently by patrons and new residents seeking information about the schools and programs available in the Middleton School District. Both the District's internet website and its intranet site (for staff members) are widely used and recognized as valuable sources of information.
135	NOTUS DISTRICT	By going to the Citrix server farm, our teachers, students, and parents can access lessons, homework, and pertinent information at the school or at home. We have also been able to use older computers to access newer software. Our SASI system is the newest version, and we have had to use very little outside support due to expertise within the district. Plato and ISAT testing also run very well on the system. We feel that our district has used the ICTL money to gain more than we could with a traditional system.
136	MELBA JOINT DISTRICT	This year the district continued the services of a half time Technology Assistant to help alleviate the work load in the area of technology. The district upgraded to a second T-1 line for the extra bandwidth that ISIMS was going to require and also the bandwidth requirement of the state funded remediation applications i.e. I-Plan and IDLA. Melba has upgraded to a Cisco 4506 backbone router. This has allowed us to VLAN our existing single district LAN. ISIMS's evaluation team identified no VLAN capability as a network deficiency. The result has been astounding in area of building-to-building and client-to-client communication also in the area of internet communication i.e. parent-to-teacher. Parent/student/teacher direct communication will be an integral part of our school district with the roll out of a new student management system Power School (PS) in the fall of 2005 also aided by the additional T-1 line. PS is a web based product which will require sizeable bandwidth. The above listed budget areas show how we continue to upgrade and improve our existing system to keep up with all the demands that newer educational applications and technology require. Melba strives to put in the students/parents/teachers hands the best technology tools for learning at all educational/skill levels. We continue to stabilize our network in the areas of security and content filtering by upgrading our antivirus/internet filtering daily/annually with the most modern versions and updates. We also have installed a more reliable network files backup system. These network and system improvements continue to make our network platform almost 100% stable with almost no down time on the system. Melba has also made a small start into the wireless arena in the classrooms with the addition of two small wireless networks in the elementary library and in a middle school classroom. Melba will continue striving to increase our wireless usage in future years as funds will allow.
137	PARMA DISTRICT	No impact reported.

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139	VALLIVUE SCHOOL DISTRICT	All of the ICTL 2004-2005 funding was allocated for district support technicians. The Vallivue School District's student population is expanding rapidly. Vallivue just finished a new Intermediate school and is in the beginning stages of constructing two new elementary schools. The tech support personnel required to maintain the technology resources is constantly growing. The district has been able to fund a few of the technology positions in the district, but their financial priority at this time is the construction of the two elementary schools and maintenance of the existing facilities. With no additional funds available, the district relies heavily upon the ICTL funding to support the remaining tech support salaries. The ICTL funds are critical to the technology operation of the Vallivue School District. The impact to stakeholders is that the tech support staff has been able to update hardware and software, install and update software packages, maintain and upgrade network systems, and provide assistance for ISAT testing. All of these activities have enabled students, teachers, and administrators to use technology to its fullest intent.
148	GRACE JOINT DISTRICT	All computers in the district are Pentium III-class computers (400 Mhz Celoron) or better. At the elementary level, Accelerated Reading still plays a major part of every-day learning. This program continues to help our kids become better readers, hence better students. We also have implemented a typing program that helps the younger students to become better at typing. At the Jr. & High School level, the Internet has proven to be a valuable resource. Many different classes are using our new and old computer labs for research. Using basic application productivity tools such as Word Processing and Spreadsheets has changed the way that students learn forever. These tools alone merit the expense of technology in our district. Administrators, teachers and students, now K-12, continue to use PowerSchool for student management. This program allows parents to see their kids attendance, grades and lunch balances. They can receive via e-mail status reports daily, weekly or monthly. Although several students do not like the accountability that comes with a program such as this, it has proven invaluable as an extremely effective tool to communicate between schools and parents. No longer can parents say, "I didn't know my student was failing." About 82% of the students and their parents have accessed this information at least once this year, with an average of 50 parents and students looking every single day. E-mail has become a tool as critical as the pencil and paper. Most teachers could not operate near as effective without it. Parents can now look at their students grades and if they have a question for the teacher simply click a link and send them e-mail. Never has teacher-parent communication been so good. The district has contracted with an outside computer consultant to provide technical support, professional development and technology coordinator services. He provides on-site assistance 3 days a week and 24 hour on-call help. A set monthly fee is paid for these services. If it were not for the ICTL funds, we could not provide the service that would allow our students to achieve as well as they are. ICTL monies have become a necessity for our district and for each one of our students. If this money were to ever disappear, our district would be thrown back into the Stone Age with the loss of our ability to provide the level of technical support that is necessary. With the Title IID Grant money the past few years, we have been able to upgrade key computers in our district and then cascade older but adequate computers into two separate Elementary school labs and also place four-five computers in most of our Jr. High classrooms.

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149	NORTH GEM DISTRICT	By constantly upgrading equipment, computers, printers, software, etc., we are able to stay on the positive side of the technology curve. Our computer facilities would be enviable for many districts. The majority of computers are Pentium III-class computers or P4's. At the elementary level, Accelerated Reading still plays a major part of every-day learning. This program continues to help our students become better readers, hence better learners. At the Jr. & High School level, the Internet has proven to be a valuable resource. Many different classes are using our computer lab for research. We also have an on-line encyclopedia that is used for research. The computer lab has also been used in conjunction with office applications, especially Microsoft Word. At the district level, curriculum alignment has been made easier through the use of various software and application programs as well as e-mail. Teachers are able to compose and modify work electronically. Administrators and teachers are using Power School for student data management and parent usage. E-mail has become a tool as critical as the pencil and paper. Most teachers could not operate near as effective without it. Most teachers have integrated technology into their classrooms with the above mentioned tools. Community members have utilized our computer lab this last year by taking weekly farm management classes over the period of several months. Other instructional classes have also been offered for community members, in areas such as Word Processing, Excel and basic computer use. Our board has also continued their support of our small rural community by allowing patrons to use district technology. The district has contracted with an outside computer consultant to provide technical support, professional development and technology coordinator services. He provides on-site assistance two days a week and 24 hour on-call help. A set monthly fee is paid for these services. If it were not for the ICTL funds, we could not provide the service that would allow our students to achieve as well as they are. ICTL monies have become a necessity for our district and for each one of our students.
150	SODA SPRINGS JOINT DISTRICT	We impact students, administrators and teachers by paying for a full-time technician to maintain our levels of computer integration. Paying for additional summer help allows a great deal of work to be done in a short amount of time because technicians can have access to all buildings and rooms at any time for upgrades and network maintenance. Although our Distance Learning contract has increased $2848 from the previous year and $2679 from the year before that, we still feel it is a valid expense because of the impact on our students and on the community. During the course of the 2004-2005 school year, 69 adults and 26 high school students participated in Distance Learning classes from our facility. All 69 adults and 12 of the 26 high school students enrolled in college classes offered from Idaho State University. A member of the Soda Springs High School faculty teaches a shared high school AP Calculus class taught to the remaining 15 high school students including two from Malad High School.
151	CASSIA COUNTY JOINT DISTRICT	Salaries - These salaries and benefits are for four technology specialists assigned to the various school buildings to implement, repair and replace all technologies. They serve as a resource to all of our stakeholders throughout the district. Purchased Services - Assist with securities of gateway anti-virus protection, detecting and analyzing possible technology problems with network system. Professional development for technology specialists. Supplies and Materials - Elementary and Secondary replacement costs for technology. Novell software for networking.

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		Capital Objects - Assist with professional development seminars for staff members. Presentations, lectures, and workshop activities. All of these together benefit our stakeholders by assisting with the implementation process of technology into our classrooms, insuring the technology is in proper working condition, and protected for viruses.
161	CLARK COUNTY DISTRICT	Because we were able to maintain the efficiency of the services for our district through our District Technology Coordinator, the technological aspects of education proceeded with few problems throughout the year. These funds allowed us to follow and complete aspects of our school technology plan through the procurement of new, more up-to-date machinery and software.
171	OROFINO JOINT DISTRICT	The ICTL technology funds pay for a portion of the technology coordinator's salary and benefits. Technology coordinator job duties include grant writing, ICTL reports, technology plans, web page development, training, and technical support for district-wide networks and workstations. A survey of district staff showed that 90% of the technical support problems were resolved within a week and many technical issues were resolved the same day they were reported. Parents and community members have access to district information through the district, school, and teacher web pages. Up-to-date computers helped students and teachers access the internet and run educational software purchased by the State Board of Education. A parent volunteer used Macromedia with 3rd grade students to prepare a web page for ThinkQuest, an annual international website competition. Software licenses were purchased for Novell networks, Aims web, and Renaissance Learning products. File servers purchased for Peck and Cavendish schools gave them access to the Plato software purchased by the State Board of Education.
181	CHALLIS JOINT DISTRICT	Being able to keep the network up and running smoothly will have a great impact on teachers. It is important for them to have the speed to use the Internet effectively. This will continue to allow teachers peace of mind when the students are researching. Training will give the teachers confidence and knowledge to help their students and help the m integrate technology into their subject area. When the teachers are equipped with the proper tools and confident in their skills, the students gain so much more from the instruction.
182	MACKAY JOINT DISTRICT	ICTL funds have helped to maintain a stable technology infrastructure in the Mackay School District. Beyond the coordinators salary and capital objects purchased the professional development that has been given to the staff has and will continue to help the teachers prepare to remediate those students that have struggled with our curriculum.
191	PRAIRIE ELEMENTARY DISTRICT	Our three primary goals in affecting stakeholders are to (1) maintain the ability to administer statewide testing in a computer environment; (2) use technology to enhance academic performance; and (3) maintain internet connectivity to submit state reports to proper state agencies, receive e-mail with those agencies and use the internet for research and learning. Although we have experienced challenges with our internet connectivity, we continue to work to use technology as a tool to enhance learning and reporting to state agencies. We feel that all of our stakeholders are encouraged to have funds to support the above goals and purchase the needed products and services to continue to use technology in viable ways.

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192	GLENNS FERRY JOINT DISTRICT	Our LAN needs to have to a tech person looking after the system and doing general every day maintenance and up keep. The funding was spent making sure that person existed.
193	MOUNTAIN HOME DISTRICT	The technology money from ICTL for 2004-2005 was used primarily for salaries and benefits for our tech support team. Our team consists of a director, a support technician, a data specialist, and a half time webmaster. With these three and a half employees, we are responsible for our network infrastructure; over 1200 computers; our email system; our Internet access and filtering; our phone system; training and management of our student information system; training and management of our electronic grade book system; management of our parent-connect system; ISAT testing, including the preparation of the CRF and SPF files; management of Pearson Inform, our data warehouse; management of IPLN; district testing, and many other technology related matters for our district. Combined with the money from our district, we were able to keep our network up and running while making a few improvements in our infrastructure. We never had a hardware firewall, so we purchased one last year and hired consultants to help us install and configure it. This will help ensure the security of our network so that students, teachers and parents can depend on the integrity of the data that is stored. Because our network manager retired after the 2003 school year, we had to assume the responsibilities of that job which required hiring consultants throughout the year to assist us with network issues. We were able to purchase 127 computers last year, which allowed us to replace about half of the inventory at the high school. The computers we removed from the high school were used to replace computers less than a Pentium II throughout the district. With this rotation schedule, we can ensure that our district never has any computers over ten years old. We also purchased memory to upgrade the older computers so that teachers and students would experience less frustration with the technology in their classrooms. The remaining portion of technology funds are used for district travel and cell phone charges for our tech support team, software licenses and maintenance agreements, repairs and maintenance of existing network, telephone, and computer systems. Although we are stretched beyond our limits, we feel we are able to meet the needs of most of our stakeholders. Every teacher has at least one computer in his/her classroom and the teacher takes attendance and enters grades on that computer. Most elementary classrooms have at least two additional computers for students to use educational programs such as Accelerated Reader, Accelerated Math, the Internet and Office software. Each elementary school has a computer lab and the high school and junior high each have three labs where computer classes are taught. Our parents can keep informed of student progress through Parent Connect. Our community can access our website to keep informed of district issues. As of today, I feel we are doing the best we can do with the resources we have. But to be able to keep this up in the future, I anticipate that we will need more funding from the state and our community.
201	PRESTON JOINT DISTRICT	Impact has been felt in all areas. Student use of computer labs is very high not only during school hours but before and after school as well. Keeping labs as up-to-date as possible is allowing our students to perform homework and projects at all levels. We staff our labs during school hours as well as outside of school hours and the students are taking advantage of this resource and opportunity.

		Putting newer computers in the hands of teachers has greatly impacted their use and their knowledge level. It has motivated them knowing that technology is more reliable and useful during the course of the year. By keeping the teacher workstations more dependable, the teachers are showing an increased effort to learn more. We are offering more technology courses to the staff and they are taking advantage of them. Because of their increased knowledge; we are seeing them integrate more technology into their classroom and curriculum. We know this because of increased use of computer labs and library technology resources. As the district moves to PowerSchool, newer, more dependable teacher computers are mandatory to carry out the program and grading. The movement of the district's network hub to a new building, we'll bring about increased performance for all users. As the move is made, enhancements have been made to the servers throughout the district. A new e-mail system has been incorporated bringing more reliability to all with the email system. More storage capacities have been added as the move took place, to handle increased student and teacher use and data. Community courses continue to be held at nights and the update of some of our computer labs enables them to use up-to-date computers and printers. Software purchases, especially Windows XP on teacher computers has really helped create a positive technology experience. Purchase and use of Deep Freeze software in computer labs has greatly diminished the spread of viruses and technical problems, therefore keeping our hardware more dependable and available to users. Every year we try to add additional projectors/Smartboards into classrooms. The impact has been wonderful. Teachers who are fortunate to have these technology tools are seeing entire new instructional avenues opened up to them and their students. This has created a better learning environment because of the ability to make the students learning more visual.
202	WEST SIDE JOINT DISTRICT	Internet access has given students and teachers access to vast online resources for papers, distance learning, new technologies and discovery, current events, libraries, etc. Phone systems have allowed us to communicate effectively via voice and fax within the district and outside of the district, as well as provide communication for distance learning courses. Printers have allowed students, teachers, and administrators to evaluate student progress, complete assignments, perform research, etc. Projectors have been an excellent teaching tool for both students and teachers. They provide a way to present material to those that learn well visually. The security camera has provided an additional layer of security to help monitor activity in the lab, as well as protect against vandalism.
215	FREMONT COUNTY JOINT DISTRICT	Administration: Communication is continuing to improve through the use of email and the district website. Using data management tools, administrators can make data driven decisions and see where improvements need to happen.

		Teachers: Through the use of electronic communication with administrators, peers, parents and other stakeholders as well as improved data availability, teaching is better tuned to the student's needs and overall teaching is improved. The computers and network also provide the teachers with a framework for supplemental materials specific to their lesson plans. The sharing of these resources is improving and teachers are more of a support to each other. Finally, data on areas of strength and weakness are more readily available through programs such as the ISAT testing. Teachers are looking forward to using the PLATO software to broaden their resources. Students: Each year as teachers utilize the technology resources available to them, overall education opportunities for students are improving, thus students are the biggest beneficiaries of technology use in education. Data driven teaching, helps teachers' custom tailor lesson plans. Additionally, the multiple measures available through the technology framework make strictly lecture/book learning obsolete. Parents/Community: The greatest impact on this group is the improvements in communication between teacher and parents and in data availability. Parents continue to comment positively on the usefulness of having instant access to their child's attendance, grades, teacher concerns, etc… This helps rectify problems sooner. Some of our resources such as computer labs have also been made available to the public for computer training. Hopefully the relationship between the district and the community will continue to improve so that goals and needs of the district will be known and community support will be readily available.
221	EMMETT INDEPENDENT DIST	Maintaining a stable network allows all staff members to function more efficiently. Students have access to the Internet for research and learning without exposure to predators and harmful web sites. All staff members are able to communicate with each other through e-mail. Distribution lists have been established for administrator to communicate with all staff members without printing and distributing paper notes. Parents are able to access student information via the web upon obtaining an ID and password. Parents can check on the progress of their students.
231	GOODING JOINT DISTRICT	These different products and services have improved technology within our district through increased support, better equipment and a more dependable and efficient infrastructure. Teachers are able to help students more effectively through technology and students have the resources to learn and be more effective people in society.
232	WENDELL DISTRICT	The associated purchases will be used to upgrade all computers to a minimum of 400MHz. Add additional hardware for multimedia presentations. Create more efficient network with network segmentation. Curricular materials associated with standard adapted text books will be usable with upgraded systems. Will allow for usage of the PLATO system within all schools for student remediation Pay part of the salaries for a district technologist and a stipend for technology coordinator.
233	HAGERMAN JOINT DISTRICT	The products and services for the funding received from the state allotment designated for additional servers will handle the increased usage load and faster connectivity which will improve upon available resources to administrations, teachers, parents, and students within the district thus enhancing the educational experience of all involved.

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234	BLISS JOINT DISTRICT	Purchases we have made with our ICTL funds have had a positive impact on the students, administrators, and teachers of the Bliss School District. Without this additional funding, we would not be able to accomplish what we do as far as technology is concerned. The students are benefiting because we are able to continue to have low student to computer ratios. This availability has improved skills and increased technology education. Students are also benefiting from the computers because of the Plato, Larson Math, and Accelerated Reader programs which will enable them to increase their scores on the ISATs. Teachers are benefiting because of the necessity to compete with the fast pace of games and television. Teachers are able to bring "life" to their teaching and keep the students interested. Without the computers and software that are available to us because of the ICTL monies, our administration would have a very difficult time gathering data for required reports. Without the computers, most of their time would be spent inputting data instead of using the data to improve instruction.
241	GRANGEVILLE JOINT DISTRICT	We are able to provide building level technical support by hiring teachers in each building to work after school. This benefits all users by enabling us to provide them with working systems. Our network is safe and reliable for our users thanks to the variety of purchased services we utilize district-wide. We use Sophos antivirus, Deep Freeze desktop locking, OETC group software purchasing, Wild Web West web hosting, Valnet shared library resources and we contact Microsoft technical support a couple of times each year. We have been able to add machines to our network thanks to donations from the US Forest Service and the Bureau of Land Management. ICTL dollars are used to purchase software for the computers and to fund the technicians who prepare for and maintain them on the network. This makes our network accessible to more users. We would not have stable ISAT testing labs if it were not for the contributions from the USFS and ICTL. ICTL funds have enabled us to implement PowerSchool, which was a gift from the Albertson Foundation. Although it has taken considerable up front expense and commitment, this service is becoming a valuable asset for all stakeholders. Overall, the impact of ICTL and other funds has been fantastic for the students, teachers, administrators, parents, partners and communities in our district. The access to information for these participants has multiplied many times. We have gone from having one dial-up access to the Internet for each building to having a high-speed WAN (with the exception of one 56k frame and one dialup) serving 99% of the students. The ability of teachers to modify their instruction as a result of technology has produced the most customizable and best informed learning environments we have ever known.
242	COTTONWOOD JOINT DISTRICT	Internet Access for all: VALNET opportunities for all, Access to information for Research Papers, Utilization of internet/email to communicate with the world and carry out business. Computer Equipment Repairs: Updates on machines to keep all students and employees current Updates to handle office software more efficiently. Community: Availability of labs in all three buildings for computer courses.

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251	JEFFERSON COUNTY JT DISTRICT	As our District continues to update and introduce new technology, updating the infrastructure and computers continues to be a major objective. To ensure the ongoing stability and service of technology is imperative. As we have recently implemented PowerSchool, technology has enabled administrators, teachers, parents, community, and students to successfully communicate with each other. As we continue to progressively implement the use of technology into classroom curriculum and instruction, there is a real need to keep technology moving forward. To keep the every-growing demand of student needs, computers are used for PowerSchool, Plato, Cognitive Tutor (Math Program), Accelerated Reader, Star Testing, ISAT Testing, AMS (Data Analysis System) regarding test scores and student growth, and research and classroom presentations, along with other curriculum-based software. We continue to strive to provide technology-based instruction for all levels of learning.
252	RIRIE JOINT DISTRICT	I can not emphasize how much this funding impacts our stakeholders. Without these products and services, we would probably not be able to maintain the quality of our computer equipment and services.
253	WEST JEFFERSON DISTRICT	In order to meet state technology demands, we have hired a full time computer technician. He has proven an invaluable asset to our district. Having attempted a variety of service arrangements in the past, we feel this is just what we need in order to maintain, support, and effectively use the technology we have–or will have–in the future. ICTL funding is critical in providing funds that go toward his salary. By having a professional technician on staff we are insuring that teachers, students, administrators, parents, and the community all have access to technology that is current, functioning, and productive.
261	JEROME JOINT DISTRICT	Instructional goals and objectives designed to increase student achievement rely on continued access to computer systems by students and staff. Our new student information system, PowerSchool, allows parents access to attendance, assignment and grade data from home. The district continues to offer a variety after school and evening adult classes through Health and Welfare and the College of Southern Idaho. Jerome Middle School hosts an English speaking class to non-English speaking patrons in the community. These classes continue to utilize our district's "RosettaStone" software for language instruction. Additional classes in photo editing, word processing and multimedia publishing are provided through the College of Southern Idaho at several the high schools labs. Now, in its third year, Jerome High School's IT Academy with over 90 students participating continues to create connections between learning, business and occupation have been created that offer students an invaluable experience in the IT field. Data analysis and access to student assessment information play in increasingly important role in the delivery of instruction. Data from these tests is analyzed and shared with administrators, school board members, teachers and parents and all stakeholders.
262	VALLEY DISTRICT	The expenditure of technology funds helps the school district in educating our students for the 21st century. Keeping pace with the fast changes occurring in our society necessitates continual upgrading in computers, software, training, and hardware. By continual updating the staff at Valley School District is able to offer the best courses possible and gives teachers a lot of flexibility in meeting a large diversity of learning styles and levels. The use of technology funds helps to insure that our students pass the ISATS. The expenditures also allow the district to meet any future requirements imposed by the State Board of Education.

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271	COEUR D ALENE DISTRICT	The Coeur d'Alene School District is fortunate to have SPFL technology funds to provide primary funding for hardware, software, and infrastructure needs. ICTL is a supplement to those funds in the areas of staffing and support. The ICTL funds continue to fund two technology support positions in the Coeur d'Alene School District. The technology facilitator supports teachers by providing support materials and staff development sessions on a variety of technology applications in use in the district. The technology facilitator also maintains the district web and supports the building web editors in keeping their sites current. The ISAT Data Coordinator position has been responsible to maintain the district's seventeen 15-unit mobile labs that are scheduled at schools to supplement the computer labs available during the ISAT testing windows. The ISAT Data Coordinator also assists buildings in downloading the ISAT reports and interpretation of the student achievement data for ISAT, IRI, DMA and DWA. ICTL funds provide stipends and equipment for the district's 23 TLC's (Technology Leaders in Curriculum). The funds also provided stipends and substitutes for the TLC's to complete 30 hours of Intel Teach to the Future training which guides them through the process of developing a technology infused curricular unit. Their responsibilities also include mentoring colleagues with technology implementation and assisting in the planning building technology meetings and updating their building technology deployment plan.
272	LAKELAND DISTRICT	A new wireless network connection between buildings has provided increased bandwidth and connectivity for students, teachers and administration for all district wide applications. The improved network provides for greater internet bandwidth, which allows for the use of web based student management software that allows parent to monitor their children's activities. Our partnership with our wireless provider has allowed for the development of a district wide wireless network that parents and business can connect to for wireless high speed internet services. The district policy for upgrading computer equipment has provided all stakeholders with newer computer equipment that provides access to new software, greater speed, reliability, connectivity and less frustration on the part of all stakeholders.
273	POST FALLS DISTRICT	All students, teachers, administrators and community members have equitable access to our district's technology. That technology includes over 2000 computers with applications including Microsoft Office and Internet access. Technology related support staff is required to see that all the district's technology is running as well as it can. Our website has become an invaluable resource for district staff and the community at large.
274	KOOTENAI DISTRICT	The utilization of technology in our educational environment is vital to the success of students to the whole community. It's hard to imagine it any other way. With current legislation (No Child Left Behind) and the increased importance of computerized ISAT tests, both students and teachers need to be well versed in using technology. These service and products allow us to achieve our objectives and reach our goals.
281	MOSCOW DISTRICT	100 & 200: Salaries and Benefits: Our Network Support Specialist is the key player for seven local area networks, seven wireless radios connecting the District, hardware and software compatibility, firewall security, routers, switches, as well as, training and supervision of two computer technicians, four students, and the setup, maintenance and upgrades to the system. Without this individual, we would not have a network that supports teaching and learning, administrative operations, internal and external communications and student interns.

		300: Purchased Services: Professional development for the District's Technology Coordinator to attend IETA, software training, regional meetings, and visit schools to support instruction. Membership for OETC, IETA, ISTE, Experts Online (a support site for the District's technicians). 400: Materials and Supplies: This item reflects the purchase of replacement parts, such as NIC cards, hard drives, floppy and CD-ROM drives, as well as memory for upgrading machines. Purchased the Enterprise edition of Track-IT! An inventory and help desk software program to manage technology related work orders, identify trends, guide purchasing, and support decision making. 500: Hardware: Laptop purchased for Network Technician to support his role to monitor and manage network performance, troubleshoot wireless radios, connect to building servers remotely, as well as manage switches, routers, filters, and other district software.
282	GENESEE JOINT DISTRICT	Upgrades provide for maintaining a quality network and hardware used for educational purposes by students, teachers and administrators. Server upgrades positively impact all stakeholders through better and quicker networking capabilities, including a larger web server that continues to increase the District's ability to community with the community patrons.
283	KENDRICK JOINT DISTRICT	These products and services have enabled us to expand our lab offerings to our students by the installation of a new computer lab at Kendrick High School. The salaries and benefits for the tech support personnel made it possible for us to continue to have competent tech personnel on staff to keep our systems running properly. By having the funds to license the proper software for our system we are able to operate with up to date systems so our students can experience and become familiar with the latest software so they will have a solid foundation when they move on to the next level of their education.
285	POTLATCH DISTRICT	The Idaho State Technology Grant has given the district the financial means to higher a full-time district technology coordinator. This coordinator provides support, training, and assistance on all educational technology and software throughout the district. The coordinator also oversees the district's technology plan; the district technology board and technology grant applications.
287	TROY SCHOOL DISTRICT	A full-time on-site Technology Coordinator is essential to the functionality of this school districts computer network. The Technology Coordinator provides the resources to maintain the technology (servers, network connectivity, internet access, wireless connections, workstations, email, etc) for the district. The Technology Coordinator also maintains all of the paperwork relating to technology (E-rate, grants, software licensing, etc.) for the district. Everyone who uses a computer or technology in the district is impacted by the Technology Coordinator and without this position; the technology would not function and not get used.
288	WHITEPINE JT SCHOOL DISTRICT	The creation and maintenance of a functional and reliable computer network is critical to the implementation of the school district educational goals and objectives. Student recordkeeping data can be easily accessed by teachers, who then can share that information quickly with students and parents. Learning software can assist teachers in filling gaps in student learning as well as identifying those weaknesses. Reliable internet connectivity lets students experience things they might never have experienced. E-mail and web sights open new communication paths between school staff and patrons.

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291	SALMON DISTRICT	The most significant service provided through ICTL monies is the funding of a full-time network and computer technician. The technician currently supports 453 computers and nine servers and their related system, application and learning software. He is in the process of installing 60 new computers purchased through EETT competitive funds, which will bring his desktop/notebook support total to 513! The district relies on competitive grant money to replace computers. The district contributes no general fund monies to a replacement schedule. This results in the necessity for the technician to refurbish government donated computers to replace teacher desktop machines and testing lab machines. All computers in classrooms are multi-media capable and connect to the internet and network resources. This functionality impacts teachers, students and stake-holders on a daily basis and enables working integration of technology in data management, teaching, learning and assessment. Specifically, parents use the PowerSchool student information system (updated daily by each teacher) to access on the hour attendance (and tardies) assignments, grades and teacher comments. Stakeholders therefore have access to complete information about their students any time day nor night. As a district we can track daily usage by parents of this system and have determined that 82% of our parents log on at least three days a week to monitor their student's progress. Students have access to the internet in every classroom and the state's IPLN remediation software is implemented in grades 3-10. Students also have access to Idaho State Library's Lili databases in every classroom and library. Teachers have been trained to use Lili as a first step in student research. Administrators and teachers utilize PowerSchool, NWEA online information and our local, comprehensive student assessment database (AMS) to inform decisions in instruction, management and assessment of students.
292	SOUTH LEMHI DISTRICT	Without the funds we would not be able to afford the new computers, printers, Smartboards, projectors, digital cameras, and definitely the technicians to run everything. By purchasing the new equipment and software both students and teachers can stay current with the new technology. Some of our students have been able to pass out of college level computer classes because of the computer experience they have received in high school. With our e-mail software on our network it helps the teachers and administrators to communicate more efficiently. We are very remote and have a hard time paying for qualified network specialists to come to our school to fix and work on computers and servers. The grant money helps us pay for these services and keeps our network up and running. When the equipment and software programs are working; teachers and students benefit. The use of technology makes it possible for teachers to emphasize the entire writing process, from brainstorming to writing to editing to publishing the writing projects. The technology has helped our students in all grade and subject areas including: reading, science, humanities, and math. Our students can gather information for research on the Internet. The Internet provides materials to read not normally found in school libraries our size. Using the Internet is one of the most important applications of technology in our small, rural school district. Neither the town of Leadore nor our school can afford to purchase, catalog, and lend huge numbers of books and magazines. With the grant money we were able to purchase a newer sonicwall firewall, and continue to have the high speed internet service here. Our community members, parent's etc. use our school technology whether it is computers, printers, software, internet, digital cameras etc. Therefore, technology (and this grant money that pays for the technology) brings resources to the school and community that could not normally be obtained on our small tax base. We would go without.

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302	NEZPERCE JOINT DISTRICT	Computers are being replaced with the latest state of the art technology for students, staff and community members. Firewall added additional security.
304	KAMIAH JOINT DISTRICT	ICTL funds are used in combination with other funding to provide maintenance and technical support. A portion was also used for instructional software to help students meet Idaho Student Information Technology Standards (ISITS). Everyone who uses district technology – students, teachers, administrators, support staff and patrons – benefits when that technology is working and dependable. The stability of our system enabled us to participate in Phase I of the ISIMS Project last year, which led to funding for a new PowerSchool student information system in 2005-2006, plus a local server for district-wide access to Idaho-Plato Learning Network.
305	HIGHLAND JOINT DISTRICT	The new student information system was initially put into place to bring Highland School District into line with state requirements in order to meet NCLB as well as to give the state more access in a consistent manner with all schools in Idaho. Sadly, the ISIMS program fell through and although this goal was not met, the ISIMS system made the implementation of PowerSchool (implemented in both 2004-2005 and 2005-2006 school year), easier. That process is still on going as of this date.
312	SHOSHONE JOINT DISTRICT	A stable Local Area Network with student and teacher workstations that can be seamlessly integrated into daily instructional practice is essential if technology is to be integrated into the curriculum and daily teaching/learning process. The largest portion of ICTL funds have been used to maintain that stable platform and therefore allow all teachers, students, administrators, parents and patrons relatively trouble free access to the appropriate technology. The system is also used for ISAT testing and Plato Learning System remediation. Trouble free access is mandatory for these systems to work. Since all student records, teacher planning materials, and district records including financial records and personnel records are maintained through the technology, appropriate backup is mandatory. Experience shows that a remote program (outside the school building) to routinely backup the server is essential to assure the safety of these sensitive files. All stakeholders are served by maintaining the local area network system and backing up the files.
314	DIETRICH DISTRICT	The services that have been purchased have maintained and supported the high level of technology in the classrooms of Dietrich School District. Through interactive multimedia teacher workstations that include smart boards, projectors, work stations, VCRs, DVD players, and digital cameras, teachers have been able to supplement the educational process in their respective classes. By using desktop and laptop computers students have access through either the wired or wireless network resources that include various testing, college level classes, word processing, access to the Internet, etc. All of this has been supported by the moneys that have been spent for the 2004-2005 fiscal year.
316	RICHFIELD DISTRICT	The PowerSchool will be able to allow the school district to communicate with parents, students and administration. It will also allow the school to do administrative functions better. The equipment purchased updates the computers in the school. The T-1 line allows for faster and more stable communications through the internet.

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321	MADISON DISTRICT	Technology is a big part of our teaching day. Parents and our district are involved with power school. It allows parents to follow and check with teachers about grades, attendance, assignments and many other areas of student progress. It also allows administration to carry out tracking of student activities. We use technology on a daily basis to teach and inform students about their subject of choice. Technology in general, allows teachers to challenge and give students a more well rounded look at the world we live in. Preparation, information, challenges, decision making, are all a part of the age of technology.
322	SUGAR-SALEM JOINT DISTRICT	The District has made significant progress during the past year in advancing its technology program. Grant funds have been used to pay the salary and benefits for the Technology Supervisor who administers the district wide network and technology program. Grant funds have also been used to purchase a server to facilitate the ISAT testing in the district as required by the Idaho State Department of Education. Also, a server was purchase to run the "Plato" software that was purchased for the District by the Department of Education. Other funds for materials and equipment for the technology program were provided by a portion of the plant facility levy approved by district patrons in March of 2003. PowerSchool software was purchased for the Junior High, Kershaw Intermediate, and Central Elementary schools. The High School was already on PowerSchool. This improves the sharing of student information among teachers, parents, and students. The District is striving to make the best possible use of technology to enhance student learning.
331	MINIDOKA COUNTY JOINT DISTRICT	We have primarily used the funds for Lab Aides and Technology Specialists. These staff positions have been a life support system to install, train, and maintain computer hardware and software. Since we have a Lab Aide at most of our schools, we have had great success administering ISAT to our students. We only wish we had more labs and aides to continue the regular curriculum items during the ISAT window. With a large number of part time technology staff, we have been able to integrate technology at a faster rate. Teachers and staff have had most technology training and support needs taken care of, within their buildings, because of this staff. We, however, are in desperate need of more full time staff due to the complex systems coming to education. The projected future of technology in education will be more computerized tests and complex software to track a student's progress and needs. As these systems are upgraded with more tracking features and integration to other software happens, a school district will need to increase their support staff to handle demand.
340	LEWISTON INDEPENDENT DISTRICT	The new SIMS will provide teachers, for the first time, a fully automated management system. Students and parents will be able to access and check their grades, attendance, and other information when we implement those aspects of the program.
341	LAPWAI DISTRICT	District technology services enhance student learning, and assist in keeping grades and information flowing from teachers, parents, administrators, and parent/guardians.
342	CULDESAC JOINT DISTRICT	The use and arrangement of our technology funds have enabled us to maintain a stable and functional network environment for students, teachers and administrators. We are trying to upgrade equipment and software on a yearly basis in order to provide the latest training tools for students. New programs in technology have been introduced to help remediate students using Plato software operating from the new SIS server. Plans have been made to incorporate much of the information and work by local access cable that we plan to manage through the school in order to better inform and incorporate the parents and community in our educational system.

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351	ONEIDA COUNTY DISTRICT	The ICTL funds we receive each year are essential in keeping our district technology updated and working properly. Our Southern Idaho Rural Vocation-Technical Distance Learning Project provides our district and our community with classes from Idaho State University (ISU) and other high schools. High school students are able to take general education classes that help them earn concurrent enrollment credits for college and high school. The students receive college credits at a greatly discounted price. Members of our rural community also benefit by being able to stay in our community and have access to college courses. ISU is also our Internet Service Provider. We have a T1 line that provides Internet services to our entire district. Our T1 line and district networks provide classrooms and administrative offices with needed e-mail, file sharing, file serving, and Internet services. Internet is an extremely important tool in integrating technology in our classrooms. The servers we installed this year are essential to our district technology plan. We are now able to provide district faculty and staff with web-based e-mail that can be accessed from any computer with Internet access. We have also worked really hard to get the servers and software in place for our PLATO learning network. We are currently focusing on using PLATO in remedial settings throughout our district to create individualized learning plans for our students. PLATO is an essential part of our alternative graduation process. Our new SonicWall is used for firewall protection and Internet filtering in accordance with the Children's Protection Act. It requires a lot of supplies and equipment to maintain and upgrade our existing computers, printers, networks, and other technology within our district. We use of Technology Support Technician (TST) students to help our staff maintain the existing technology and do upgrades. We have two part-time technology staff along with our TST students to maintain the technology in our district. We purchase all the needed supplies with our ICTL funds. Students are able to repair computers in all our buildings. They also maintain our existing networks and expand them as needed. We have been adding networked learning stations throughout our district classrooms. The networked learning stations provide greater opportunities for integrating technology into classroom curriculum and also provide our TST students with hands-on, real-life experiences in networking. Each year we purchase needed software licenses with provide our faculty and staff with the resources they need to do their jobs and protect our computers from harmful viruses and spyware.
363	MARSING JOINT DISTRICT	ICTL funding for the Marsing Joint School District has enabled this district to address the ongoing technology needs of our students and staff. In part through these funds, we are able to employ a full time technology director to manage and maintain our electronic infrastructure as well as all of our computer systems. The impact this has on our students, administrators and parents is to provide the ability to track through ISAT testing, student progress, as well as actively assist our students using PLATO, Accelerated Reader, Star Math, in addition to other software programs. This impact to our students enables them to improve their academic performance and become more effective members of society.
364	PLEASANT VALLEY ELEM DIST	Students and staff have benefited from the purchase of the satellite internet system and service by gaining better access to resources and materials. This has also allowed the integration of the PLATO Learning Program into the curriculum which has been utilized as both a remedial tool and a vehicle by which to accelerate advanced students. In addition, the funds have allowed the purchase of appropriate software for student use to enhance learning. Therefore, overall student achievement has been affected.

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		The purchase of new computer systems through the EETT grant has created a chain of positive results for students, parents and the community. It has enabled students to interface with up-to-date technologies which have led to new approaches to learning. One example is the use of Power Point for preparing and making presentations in class. Obtaining new systems for the school also allowed us to loan the old systems to students for use at home so that there is a consistent availability of learning tools in both places. This has enabled parents to stay more closely connected with what is happening with their student's assignments and the school's expectations for completion of work. Keeping a strong home/school connection has an overall positive impact on the community as it improves the communication, public relations and community perceptions of the school as a place of learning.
365	BRUNEAU-GRAND VIEW JOINT DIST	Internet is used to connect students to information that the district would be unable to supply without it. New computers are necessary for students to use technology.
370	HOMEDALE JOINT DISTRICT	We have increased the number of computers for student use and also upgraded labs for use with PLATO and ISAT testing. We have increased the level of technology help for teachers in the classroom. We have upgraded many of the computers in our district for teachers, students, and in the labs. We also have more resources for parents and students at home through the use of websites, e-mail, and PLATO.
371	PAYETTE JOINT DISTRICT	Home/school communication is improving as schools utilize our web page for student academic and activity information. Secondary schools are upgrading PASS systems. We continue to promote technology in the areas of student remediation and acceleration. Extensive training has taken place in the areas of electronic grading, record keeping, attendance and a myriad of student software. Activities are provided to help educators make better use of technology, both for instruction and to help students improve technology skills within the context of curriculum. Technology is recognized and supported as an instructional tool not solely as a subject of instruction. Payette continues to assist teachers, administrators, students and parents to integrate and utilize technology.
372	NEW PLYMOUTH DISTRICT	ICTL funding impacts every aspect of our district technology plan. It provides for student curriculum individualization and remediation, facilitates data gathering by teachers and administrators and its subsequent reporting to parents and the community, allows for ongoing professional development in technology, and aides in delivering a safe, effective environment for online activities. These funds are also critical in maintaining our labs and infrastructure so that student ISAT testing can proceed smoothly.
373	FRUITLAND DISTRICT	The System Manager is the person who strives to meet the needs of the students, teachers, administrators, and community members by creating and maintaining an efficient and effective network. This person completes the infrastructure with quality components, configures the servers and workstations, installs software, and maintains the integrity of the system. He also monitors and controls access to the internet and ensures security procedures are implemented. He is also responsible for backups for all programs and data files. Through this position, we are able to have a high degree of system reliability. Because of the critical nature of this position, the ICTL grant funds for this year were directed to funding this position. The most important aspect of technology for all our stakeholders is that the technology in place works the way it is supposed to work when it is supposed to work. This position makes it possible for our district of have a reliable system that allows students and teachers to work as planned.

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381	AMERICAN FALLS JOINT DISTRICT	These funds help the district meet the goals of our technology plan which includes; Utilize assessment tools to identify strengths and weaknesses in core curricular areas Provide students with equal access to the internet and multi-media equipment for research, writing, and the creation of electronic presentations specifically in the areas of language arts, social studies and science. Integrate technology to enhance curriculum and student involvement in the classroom. Equip classrooms and train teachers and administrators to become facilitators of learning using technology. Provide an adequate infrastructure of technological assistance to keep all systems fully functional and updated and provide appropriate instruction for non-English speaking students
382	ROCKLAND DISTRICT	ICTL funding substantially impacted the District's ability to integrate technology into the learning process. As a direct result of ICTL funding virtually all teachers and students have access to technology. Teachers and students use technology on a regular basis including: teacher preparation for instruction (lesson plans, internet access for researching lesson ideas, and e-mail to collaborate with other teachers), delivery of instruction (teachers use SmartBoards and projectors to deliver lessons); students use of software (drill and practice, problems solving, tutorial, reference, word processing, inspiration, and Renaissance Learning), access to the Internet for research, use of presentation devices, use of alpha smarts to complete classroom assignments at home, and use of handheld computers to keep their calendars, including assignment due dates, test dates; emailing assignments to their teachers, and completing assignments at home and transferring them to the school file server or printing them to a network printer. Administrators, teachers, parents and students have access to student records (grades, standards, attendance, lunch totals).
383	ARBON ELEMENTARY DISTRICT	Students have benefited the most from the integration of technology in the classroom. There is more interaction with lessons, and more learning styles are addressed. Lessons are more interesting and informative with the addition of multimedia and Internet examples. Student skills are graded and tracked through the use of software such as Accelerated Reader, Accelerated Math, Star Reader and Star Math, so that each individual can work at their own instructional level. The students are also becoming more competent in the use of technology as a tool of expression and as a learning tool. Their skills in keyboarding and tool software have improved to levels that are at or above their grade level. Teachers' skills and job performance have been greatly impacted as teachers use technology in lesson planning, multimedia presentations, and grading. Automatic programs that track student achievement, and grading programs that calculate and print reports save time and improve accuracy of results. Lesson plans can be developed easier and more fully with the help of ideas, multimedia, and expert information from the Internet and collaboration from other teachers by email. Our teachers are in a very remote area, and have benefited from skills and classes taught from BSU via the Internet. Presentations and other multimedia teaching activities have improved through the use of video cameras, digital cameras and other hardware and software. Teaching units can be created, easily stored, and easily modified to better-fit current standards through the use of computer technology. Parents are more informed with better and more accurate student assessments. Parents are more involved in their student's work as students' complete assignment on AlphaSmart keyboards and parents can view student presentations. Programs for parents and open houses are improved with the addition of looping presentations and other media.

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		The work of administration has been improved through direct connectivity to the State Dept. of Ed. through e-mail and fax exchange. This has made reporting and the gathering of data much more efficient. With our current technology large amounts of data can be easily sorted, modified, and stored. The community has benefited from the technical skills of the Arbon staff with repairs and questions on their own equipment and software. The community has been assisted with their skills on an individual basis both by staff and students. They have use of school technology for many different needs. Older students use the computers and Internet to complete assignments and create reports and presentations. Home chooled students use our technology to do their ISAT and other tests as required by the Idaho Digital Academy. Adults may use the satellite or Internet to receive conferences or ongoing job training. Ranchers use the satellite connection to auction their horses and cattle. Many others use the scanners, computers, copiers, fax, digital camera, and printer to do business or to do things like create personalized certificates for extra-curricular community activities such as wrestling or cub scouts.
391	KELLOGG JOINT DISTRICT	While the ICTL funds spent this last fiscal year ($66,669.21) only accounted for 13% of the total district technology budget, it provided a significant contribution to our overall efforts. Impacts to stakeholders include assisting in providing for staff training, maintenance of technology equipment, coordination of efforts and improving the education of our student population. Communications tools such as e-mail, word processing and presentation software allowed staff and students to create, organize and present their efforts and research. Probably most important, technology has allowed our rural school district to use resources that would not otherwise be available.
392	MULLAN DISTRICT	The management and operations of our current LAN system utilizes the budget generated by the Mullan School District technology grant. Classroom computers, three computer labs, teacher laptops, administration laptops, Internet access and file management for our students', faculty and administration are included in our system. Parents and community members have access to these resources on an informal basis. Parents can access the school district website for district information about the school and community activities and schoolwork assignments. The support of the technology grant has contributed to the achievement of our students by providing them with essential resources, namely computers and Internet access, required to be an informed and successful citizen. Mullan School District student exceeded their typical growth rate on the Idaho Standards Achievement Test (ISAT). Our teachers are receiving training this year in I-PLN (Plato) to provide Internet based remedial activities for those students struggling with grade-level achievement.
393	WALLACE DISTRICT	The impact on stakeholders is reflected in accessibility, speed, and compatibility. Technology is available in every classroom and all other locations in each of the buildings. All testing is easier and more accurate because of the speed and dependability of the operating systems. Communication between administration and staff is accomplished through e-mail. Parents and community members have access to the computer labs and other technology upon request.
394	AVERY SCHOOL DISTRICT	Publishing equipment and supplies are used to enhance students understanding in Science, Language Arts, Social Studies, and Math. A variety of projects are published throughout the year and taken home to be enjoyed by students and parents. Students now have the power to produce professional level materials. Teachers have the tools and supplies to allow seamless teaching with technology within their curriculum.

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401	TETON COUNTY DISTRICT	Expenditures for the 2004-2005 year were focused into several areas. One of those was to hire a ½ time technology coordinator for the school district. The District also hired a full time network administrator and a part time District web master. ICTL funds were used to pay $51,698 salary. District funds were used to pay the balance of the salary expenditure ($9516) and benefits of $16,443. These positions were critical to the successful ISAT testing process, to the maintenance of the District network, and for communication with the community. The technology coordinator was able to oversee the District Technology Plan and work on funding for E-rate, ICTL, EETT, and other grants (including a US Dept. of Ed. CTC grant). Teachers throughout the district had someone to call on to help them teach and integrate technology in their classrooms. The technology coordinator was able to schedule and provide technology training, track the hardware and software throughout the district, make sure equipment was kept operating, and ensure that the district was CIPA compliant. The network administrator was able to keep the network up and running. He managed SASIxp and trained our staff to use it. He is a genius at keeping our old computers functioning. When we received approximately 50 used computers from the US Forest Service and the Idaho Fish and Game, he was able to condition them for use as ISAT testing machines. The web master has been improving our District webpage and making it more informative for the community. The rest of our technology spending had to be supplemented with District funds and EETT money. The District used $11,530 EETT funds to purchase LearnKey training modules for our staff, to upgrade a portion of our Microsoft Office licenses, and to upgrade a server and some of our Microsoft Server 2000 licenses to Server 2003. The District support amounted to $76,038.66 to provide technology staff benefits, software, licenses, and support for programs including Sophos Anti-Virus, iPrism filtering (St. Bernard), and Compass Learning. Maintaining SASIxp in order to manage student data was costly. The District has many older computers that need to be replaced, however funds are limited. The District replaced the vocational business computer lab workstations using District money. The District was fortunate to receive a US Dept. of Ed. CTC grant of $306,458 over two years that allowed us to purchase CompassLearning for all grades, extend the support and training contracts, purchase a much needed server, replace an old switch, and replace a lab of 30 workstations in addition to providing after school technology training and core subject remediation for district students in grades 8 - 12. All of the above expenditures fit into the District Technology Action Plan to have schools networked, to help teachers integrate technology into their instruction, and to keep current with technological changes and advances.
411	TWIN FALLS DISTRICT	The focus of this period was replacement of obsolete systems, both software and hardware, network and Internet security, more efficient computerized testing, and enhanced curriculum support. The district network infrastructure has grown rapidly for many years, though this year focused less on growth than upgrading core components, such as mail servers and domain controllers to provide and staff and student better performance and new features. As the previous year, Internet services were upgraded as well, including improvements to unsolicited bulk e-mail, spyware, and virus defenses to help save time for administration, teachers, technicians, and students.

		Though the rollout was late in the year, equipment to implement Plato was acquired, and the initial training sessions were held. Continued acquisition and wider deployment of software more closely tied to the curriculum, including reading programs and Plato, also required equipment upgrades in the classrooms and labs. New computer acquisition was down a little from previous years, though 280 new computers purchased for classroom and lab use. Deployment of new client management tools also improved computer availability and reduce time spent dealing with technical issues in the classroom. The district provided further training in computer based data management and analysis tools to assist in improving student achievement, and partnered with the College of Southern Idaho for a variety of technology classes for improved staff computer literacy.
412	BUHL JOINT DISTRICT	In anticipation of moving into our new high school, focus this year was primarily on upgrading or replacing as many middle school workstations as possible. Several new computers were installed in the middle classrooms for both student and faculty access. Many aging laser printers in the district were replaced with faster, more economical monochrome or color units, depending on the needs of that workgroup. Most of the printing supplies used in the schools were also purchased. The wireless network system connection the public library, our auto-tech shop, and the high school was upgraded to enhance connectivity. A new application server was purchased along with a KVM switch to reduce the amount of clutter in the server room. Basically, everything we do at this point is simply to maintain our current level of productivity within the classroom and administrative offices. Our labs and libraries are used daily by students, teachers, administrators, and the community. The district still attempts to meet our goal of replacing systems on a 3-5 year cycle. Software licenses must be kept in compliance and maintenance agreements purchased to retain technical support. The somewhat substantial carry-over was due in part to not knowing exactly what we would need in the new high school.
413	FILER DISTRICT	The above listed products and services have impacted the Filer School District employees and students by providing them with upgraded software and a server that helps with data storage. It has also impacted the district with filtering service for email and internet access.
414	KIMBERLY DISTRICT	Maintain connection to filtered Internet content. Protect district computers from viruses. Replace defective network infrastructure. Expand network services to classrooms and labs.
416	THREE CREEK JT ELEM DISTRICT	Wireless system allows computers to be in different locations. New computers allow students access to latest technology. Internet service provides a valuable source of information and email access to students and public (with the community it is by appointment after school hours). Copier allows teacher to rapidly produce newsletters and bulletins to the public. Public is allowed use of copier (by appointment after school hours) for small jobs, saving some a 120 mile round trip to town. Camera is being used to record student activities during the years; create picture memories of community functions and eventually produce a school annual.

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417	CASTLEFORD DISTRICT	The T-1 line and Internet access helps all stakeholders. Students take IDLA classes, do research, and get supplemental help. Teachers share lesson plans, obtain material from textbook companies, and use e-mail with each other, administrators, and parents. Administrators complete state reporting on-line. With the implementation of PowerSchool, teachers have a user-friendly system for taking attendance and keeping grades. Administrators and parents have "real time" information on students' grades and attendance. ISAT testing requires a quality network with good Internet connections. Students receive their RIT scores immediately. Teachers and administrators can use the RIT scores to make changes in curriculum and scheduling to better serve the students.
421	MC CALL-DONNELLY DISTRICT	District technology support services are a integral part of the day to day system management, trouble shooting, technology coordination, effective use of technology resources, and staff training. These purchase services are vital to the district's ability to function technologically and communicate within and outside of the district. We attempt to stay updated on our network licensing. This enables us to better run a reliable network, and receive prompt service from the software companies. Student management software allows effective data storage of students' information and allows for a more effective reporting system of the data. District licensing keeps our software updated in order to effectively communication district wide and with other educational entities. As computers become outdated we attempt to purchase new workstations to stay on top of new software and educational demands. If appropriate computers are cycle to other labs, or classrooms so more students have access to these tools.
422	CASCADE DISTRICT	Printers, printing supplies, printer repairs and printer maintenance contracts accounted for about 78% of our ICTL expenditures. In the big picture, printing accounted for about 17.5% of our total technology expenditures. The need for staff members and students to print is undeniable, but it is an area where we felt we could contain costs. Containing those costs would require an investment. Previously, we had a large volume of non-school-related student printing. This problem arose from having network printers located in public areas that were frequently unsupervised. With the advent of low-cost networkable laser printers, we were able to deploy printers in close proximity to staff members so that student printing jobs could be monitored. Not only is printing more convenient for all users, the volume and cost of printing have decreased. The remainder of ICTL expenditures has been used to support the already high use and integration of technology by upgrading and maintaining equipment and software.
431	WEISER DISTRICT	ICTL Technology Grant Funds are used to maintain and enhance our existing technology as well as purchasing new technology. In addition to the use of our technology for classes across the curriculum, computer based remediation software is used to help students prepare for the ISAT. Our GT students also use district technology to take IDLA classes to free-up time in their schedule to take electives or to take AP classes that they would not be able to take otherwise.

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432	CAMBRIDGE JOINT DISTRICT	The technology funds mean a great deal to our small, rural district. We are able to upgrade out computers and purchase new computers and equipment for students, especially for assessment purposes. We are able to keep up-to-date with advances in technology and are able to use technology in the learning process and in the administrative procedures. Parents and others in the community utilize technology by constant communication with teachers via email--huge asset to parents, teachers, and administration.
433	MIDVALE DISTRICT	The Tech Coordinator in a small rural school is key to keeping the equipment running and to provide training for staff and students alike; he would not be easily available without the release time. As staff move toward individualizing instruction to meet the needs of all students, the availability of courses on computer and over Internet becomes all-important. Also being able to help students through use of PLATO and the on-line courses of IDLA allows greater selection of electives, make-up of credits, and acceleration toward graduation; this would not otherwise be possible in a small district with limited faculty. Parents and patrons of the District appreciate this flexibility. Also in a very rural area, availability of some equipment such as fax machines, color printers, and even Internet is only possible for some people through the schools.
451	VICTORY CHARTER SCHOOL	Victory staff and students benefit from the local area network at Liberty Charter School. Some of the funds expended during the 2004-2005 school year went to help maintain and improve that network. A computer specialist was hired to help with the network, set up the new computers and even train the computer users. As recommended, Victory Charter School joined the OETC which offers significant discounts on both hardware and software. Much of the software was purchase through OETC, specifically the Microsoft Office Pro 2003 suite. The administrator, staff, and student productivity levels have increased. Another large software purchase was an antivirus program to protect the investment. Of course, the major purchase of the year was the 14 desktop computers and the 16 laptop computers. Currently, 28 of these computers are being loaned to Liberty Charter High School in exchange for the use of the Liberty Charter School 33 workstation computer lab for 3 1/2 hours per school day. The administrator of Victory Charter School was also able to acquire a tablet computer to allow maximum mobility between buildings.
452	Idaho Virtual Academy	The educational delivery system is an individualized, rigorous, self-paced, and mastery-based instructional program providing in-home computers, materials, textbooks, and online curriculum access. Idaho certified teachers coordinate, instruct, and supervise students in a home-based instructional environment through parents (or other responsible adults) who guide students in their daily coursework using K12® research-based curriculum. Responsible adults log onto the research-based curriculum program via the IDVA website to view the students daily lessons, which will involve on-line work with the pupil or off-line work away from the computer using textbooks, workbooks, hands on instructional materials, maps, science and musical equipment, and more (all of which are shipped directly to each family enrolling a full-time student in the school). Lessons include clear objectives which are specifically assessed, teacher and student guides, rich content with practice and assessment components, and optional challenge and assessment programs.

		The self-paced nature of the program provides capable and motivated students the opportunity to advance through the rich curriculum at their own pace, while students needing more time for mastery can adjust the pace accordingly. The K12® developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students. Student learning and achievement are measured using state testing guidelines. Students are tested in accordance with state guidelines to ensure competency. An Idaho certified teacher oversees the instruction of each student in his/her class by reviewing progress and work samples for quality, accuracy, and understanding. Teachers also access student online academic records (including daily lessons and assessments); and communicate with the parent (or other responsible adult) through regularly scheduled parent/student/teacher standardized test data to analyze areas of academic strength and weakness.
453	Richard McKenna Charter HS	Our teachers use United Streaming licenses to use instructional videos and graphics for online course development. We added new features to our Learning Management Systems to help facilitate online Alternative Summer School enrollment.
454	Rolling Hills Charter LEA	Rolling Hills Public Charter School is a new school which just began operations on September 7, 2005. The items and services listed in this report, purchased with ICTL funds, added to other donations of capital items, time and talent, have allowed school personnel to provide the students with a fully functioning computer lab. The state testing, ISAT, was successfully completed on time. In addition, our students have regular computer classes where they are learning to use computers as tools to enhance their work in the content areas. Being a small school, our teachers communicate regularly and the computer teacher collaborates often with the content area teachers and coordinates his instruction with class projects. This is done most frequently in the area of science. In addition, these funds provided the principal with a laptop and printer for her office which increases the efficiency of the principal's work. The ICTL funds have been instrumental in assisting this new charter school to provide a rich technology experience for the students.
457	INSPIRE VIRTUAL CHARTER LEA	NOTE: ALL IMPACTS DESCRIBED ARE FOR THE 2005-06 SCHOOL YEAR ONLY, AS INSPIRE WAS NOT YET IN OPERATION FOR THE 2004-05 SCHOOL YEAR. As a virtual charter school, INSPIRE integrates technology into every school function, with the ultimate focus on student achievement. The office computer technology for INSPIRE teachers and superintendent facilitates the staff's ongoing instructional interactions with students and parents as well as detailed tracking of student progress. The technical services relevant to state testing have allowed INSPIRE students to participate in secure, technology-based ISAT test administration at locations near their homes while permitting the school to leverage space provided by Boise State University and others. INSPIRE provides each enrolled family with a loaned computer/printer and a modest subsidy for Internet service to ensure equitable participation in all online school activities. ICTL and other technology funds help defray the cost of this student/family technology.

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492	Anser Charter School	ANSER continues to utilize mostly donated computer equipment to provide for the needs of our staff and students. Despite the inherent drawbacks with our system, our students are receiving a high quality technology education and have become very proficient with the computer, including all basic Microsoft products. The funds expended to stabilize the network have benefited staff by eliminating frustrating and costly LAN breakdowns. Further, the new Web/email hosting has cut down on SPAM and provided, for the first time at ANSER, the access to high quality tech support.
596	IDAHO SCHOOL FOR DEAF AND BLIND	Implementing web-based delivery for both the Plato Learning System and our suite of Renaissance Learning tools allows our students, parents, and staff greater access to vital information and learning tools, both on campus and off. Since we serve students and parents throughout the state, it is vital that we continue to seek new ways to communicate with, and impact our very remote stakeholders. Continuing the expansion of our wireless network coverage will allow us to bring computing resources to students and faculty wherever they are on campus, rather than tying them to the lab location. It allows teachers to be more flexible as they design learning activities that require internet connected computers. The purchase Macromedia Contribute will allow the teaching staff the ability to enhance classroom presentations with their own web-based materials. In addition students can begin to use this important technology as a tool to organize and present information.
769	ADA PROFESIONAL-TECH CENTERS	Since this is the Idaho Arts Charter School's first year of operations, the services, supplies, and materials briefly outlined above provide the basic services all Idaho LEA's require in today's world of high stakes testing and accountability. The IACS gigabit network system provides the technology foundation for the school, and allows all stakeholders (Administrators, Teachers, Parents and Students) a secure and safe environment to access the Internet and network accessible applications. This system currently provides access to the following applications and services: Internet e-mail Student Information System ISAT Plato The Student Information System (SIS) provides administrators, teachers, students and parents access to a wealth of student information including grades, assignments, attendance, transcripts, student schedules, and school and classroom calendars. Allowing parents and students read-only access to this information enables the district to provide accurate and timely information on the status of each student's education, increases parental involvement in the educational process, and helps foster a greater sense of school community and awareness. The technology systems allow for the completion of the ISAT testing two times a year (spring and fall) and makes the results of those test available to every teacher's desktop. The results of those tests are then used to "program" the Plato system to guide students in remediation and preparation for the high stakes testing in the spring of every school year.

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		A 30 station computer lab and workstations located in virtually every classroom make the technology accessible and usable for all students. Projectors coupled with SmartBoards provide teachers with new, exciting, and interactive was to teach and involve students.
772	Hidden Springs Charter School	These products/services helped us to more effectively run our computer lab that students frequent three times per week when we are not ISAT testing. Teachers were provided with a laptop for record keeping and helping to develop and prepare lessons.
773	BlackFoot Community Learning Center	Without these services our computers would be useless to us in short order. There is no staff member with the knowledge to repair and up keep the network and/or computers to the extent needed.
774	Coeur dAlene Charter Academy	The new server has allowed us to provide much better filtered email and web services to all stakeholders. The services we provide for research and communication are faster, more dependable, and filtered more appropriately. The laptop computer replacements were essential to the mobile labs that bring full media center capabilities to our classrooms.
775	Moscow Charter School	These purchased services provide the Moscow Charter School with a functional and well maintained computer system for applications, academic purposes, Internet and e-mail.
779	Sandpoint Charter School	These services as well as the tech purchases have made it easier to serve our students and the parent community. The new server and updates have made it possible for students and staff to have better and easier access to files and information. We have posted student grades on-line for parents to access as well as a calendar and information about the school. We are the only middle school to offer this in our community. We have put together an email list of parents and started an electronic newsletter.
783	North Star Charter School	A total of $6,000.00 will carry over from the 2004-05 funding cycle to the 2005-06 funding cycle.
784	White Pine Charter School	The purchase of these classroom computers has allowed the teachers to have more direct access to internet, e-mail, software, server access, etc. necessary to run their classes more effectively. The older students now have more direct access to computers within their classes allowing them to accomplish the student achievement technology standards. Teachers are able to communicate better with parents and administration using this technology.
785	Meridian Medical Arts Charter	These new laptop computers will enable our chemistry, physics, and biology students to access data in locations outside of the classroom, do research, and write reports. The printer will provide a source for printed documents in a timely manner.
786	Thomas Jefferson Charter	For a virtual program, technology is the backbone. These funds keep equipment current and the network efficient and effective. Student progress is monitored using educational software and communication between staff and families is maintained. Administrators and teachers are able to bridge distances using ip video and other forms of electronic communication such as e-mail. This is critical since students and their families are located throughout the state. ISAT testing is done through the creation of mini, portable wireless networks and results are analyzed and shared through electronic communication. Students can communicate directly with their contact teacher, as can parents. Data can be stored in a central location and accessed by appropriate individuals.

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768	Meridian Charter High School	These servers and hard drives support email, file servers and several different functions that support the school. These servers are the backbone of information technologies at the school
780	Idaho Leadership Academy	This grant has helped to pay the salary of our IT Manager. He has done a great job of upgrading our entire system this year which has greatly enhanced our students' abilities to supplement their education with the latest technology.
456	Falcon Ridge Charter LEA	Has provide needed resources for the teaching process.